

THREE PEAKS PRIMARY ACADEMY – PHYSICAL EDUCATION (PE)

	Year 1 Skills	Year 1 Language	Year 2 Skills	Year 2 Language
Dance	<ul style="list-style-type: none"> <li>• Perform basic body actions</li> <li>• Use different parts of the body singly and in combination</li> <li>• Show some sense of dynamic, expressive and rhythmic qualities in their own dance</li> <li>• Choose appropriate movements for dance ideas</li> <li>• Remember and repeat short dance phrases</li> <li>• Move with control</li> <li>• Vary the way they use space</li> <li>• Describe how their lungs and heart work when dancing.</li> <li>• Describe basic body actions.</li> </ul>	Travel Stillness Direction Space Beginning Middle End Feelings Body parts Levels Directions Pathways Speed Rhythm	"• Perform body actions with control and coordination; • Choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling; • Link actions; remember and repeat dance phrases; • Perform short dances, showing an understanding of expressive qualities; • Describe the mood, feelings and expressive qualities of dance; • Describe how dancing affects their body; • Know why it is important to be active; • Suggest ways they could improve their work."	Travel Stillness Direction Space Beginning Middle End Feelings Body parts Levels Directions Pathways Speed Rhythm
Gymnastics	<ul style="list-style-type: none"> <li>• Show basic control and coordination when travelling and when remaining still</li> <li>• Choose and link 'like' actions and remember and repeat these actions accurately and consistently</li> <li>• Find and use space safely, with an awareness of others</li> <li>• Identify and copy the basic actions of gymnasts;</li> <li>• Use words such as rolling, travelling, balancing, climbing; make their body tense, relaxed, stretched and curled</li> </ul>	Place, stretch, push, pull, hop, skip step, spring, crawl, still, slowly, tall long, wide, narrow, up, down forwards, high, low, elbows bottom, back, around, through, extension, roll, copy, pathway along, jump, land, balance , tension curved, straight, zig-zag, shape, over, hang, grip	<ul style="list-style-type: none"> <li>• Plan and repeat simple sequences of actions;</li> <li>• Show contrasts in shape;</li> <li>• Perform the basic gymnastic actions with coordination, control and variety;</li> <li>• Recognise and describe how they feel after exercise;</li> <li>• Describe what their bodies feel like during gymnastic activity;</li> <li>• Describe what they and others have done; say why they think gymnastic actions are being performed well.</li> </ul>	In front, Speed, Slow, fast, Wide, Shape, Narrow, Long, Land, Over Jump, Off, High, Low, Stretch, Point, Balance, Twisted, Curled, Level, Medium, Backwards, Sideways, Forwards, Zig zag, Angular, Under, Through, Behind, Tension, Copy, Smooth, Sequence, Height

	<ul style="list-style-type: none"> <li>• Describe what they do in their movement phrase</li> </ul>			
Games	<ul style="list-style-type: none"> <li>• Use basic underarm, rolling and hitting skills</li> <li>• Sometimes use overarm skills;</li> <li>• Intercept, retrieve and stop a beanbag and a medium-sized ball with some consistency;</li> <li>• Sometimes catch a beanbag and a medium-sized ball;</li> <li>• Track balls and other equipment sent to them, moving in line with the ball to collect it;</li> <li>• Throw, hit and kick a ball in a variety of ways, depending on the needs of the game;</li> <li>• Choose different ways of hitting, throwing, striking or kicking the ball;</li> <li>• Decide where to stand to make it difficult for their opponent;</li> <li>• Describe what they and others are doing;</li> <li>• Describe how their body feels during games.</li> </ul>	<p>Avoiding Tracking a ball Rolling Striking Overarm throw Bouncing Catching Free space Own space Opposite Team Rebound Follow Aiming Speed Direction Passing Controlling Shooting Scoring</p>	<ul style="list-style-type: none"> <li>• Show awareness of opponents and team-mates when playing games;</li> <li>• Perform basic skills of rolling, striking and kicking with more confidence;</li> <li>• Apply these skills in a variety of simple games;</li> <li>• Make choices about appropriate targets, space and equipment; use a variety of simple tactics;</li> <li>• Describe how their bodies work and feel when playing games;</li> <li>• Work well with a partner and in a small group to improve their skills.</li> </ul>	<p>Avoiding Tracking a ball Rolling Striking Overarm throw Bouncing Catching Free space Own space Opposite Team Rebound Follow Aiming Speed Direction Passing Controlling Shooting Scoring</p>

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	Year 3 Skills	Year 3 Language	Year 4 Skills	Year 4 Language
Dance	<ul style="list-style-type: none"> <li>• Translate ideas from stimulus into movement</li> <li>• Create dance phrases that communicate ideas</li> <li>• Share and create dance phrases with a partner and small group</li> <li>• Repeat, remember and perform these phrases in dance</li> <li>• Use dynamic, rhythmic and expressive qualities clearly and with control</li> <li>• Understand the need to warm up and cool down</li> <li>• Recognize and talk about the movements used</li> <li>• Suggest improvements to their own and others' dances</li> </ul>	Space Repeat Dance Phrase Improvisation Character Gesture Repetition Action and reaction Myth Legend Costume Prop Pattern	<ul style="list-style-type: none"> <li>• Respond imaginatively to a range of stimuli related to character and narrative;</li> <li>• Use simple motifs and movement patterns to structure dance phrases on their own, with a partner and in a group;</li> <li>• Refine, repeat and remember dance phrases and dances;</li> <li>• Perform dances clearly and fluently;</li> <li>• Show sensitivity to the dance idea and the accompaniment;</li> <li>• Show a clear understanding of how to warm up and cool down safely;</li> <li>• Describe, interpret and evaluate dance, using appropriate language.</li> </ul>	Space Repeat Dance Phrase Improvisation Character Gesture Repetition Action and reaction Myth Legend Costume Prop Pattern
Gymnastics	<ul style="list-style-type: none"> <li>• Translate ideas from stimulus into movement</li> <li>• Create dance phrases that communicate ideas</li> <li>• Share and create dance phrases with a partner and small group</li> <li>• Repeat, remember and perform these phrases in dance</li> <li>• Use dynamic, rhythmic and expressive qualities clearly and with control</li> <li>• Understand the need to warm up and cool down</li> <li>• Recognize and talk about the movements used</li> </ul>	Space Repeat Dance Phrase Improvisation Character Gesture Repetition Action and reaction Myth Legend Costume Prop Pattern	<ul style="list-style-type: none"> <li>• Respond imaginatively to a range of stimuli related to character and narrative;</li> <li>• Use simple motifs and movement patterns to structure dance phrases on their own, with a partner and in a group;</li> <li>• Refine, repeat and remember dance phrases and dances;</li> <li>• Perform dances clearly and fluently;</li> <li>• Show sensitivity to the dance idea and the accompaniment;</li> <li>• Show a clear understanding of how to warm up and cool down safely;</li> </ul>	Space Repeat Dance Phrase Improvisation Character Gesture Repetition Action and reaction Myth Legend Costume Prop Pattern

	<ul style="list-style-type: none"> <li>• Suggest improvements to their own and others' dances</li> </ul>		<ul style="list-style-type: none"> <li>• Describe, interpret and evaluate dance, using appropriate language.</li> </ul>	
Games - Invasion	<ul style="list-style-type: none"> <li>• Throw and catch with control to keep possession and score goals</li> <li>• Be aware of space and use it to support team mates and cause problems for the opposition</li> <li>• Know and use rules fairly to keep games going</li> <li>• Keep possession with some success when using equipment that is not used for catching and throwing</li> <li>• Explain why it is important to warm up and cool down</li> <li>• Say when a player has moved to help others</li> <li>• Apply this knowledge to their own play</li> </ul>	<p>Keep possession, Keep the ball, Scoring goals, Keeping score, Making space, Pass/send/receive, Dribble, Travel with a ball, Back up, Support partner, Make use of space, Points, Goals, Rules, Tactics, Batting, Fielding, Bowler, Wicket, Tee, Base, Boundary, Innings, Rounder, Backstop, Court, Target, Net, Defending, Hitting, Stance, Offside Pitch, Forehand, Backhand, Volley Overhead, Singles, Doubles, Rally</p>	<ul style="list-style-type: none"> <li>• Play games with some fluency and accuracy, using a range of throwing and catching techniques;</li> <li>• Find ways of attacking successfully when using other skills;</li> <li>• Use a variety of simple tactics for attacking well, keeping possession of the ball as a team, and getting into positions to score;</li> <li>• Know the rules of the games; understand that they need to defend as well as attack;</li> <li>• Understand how strength, stamina and speed can be improved by playing invasion games;</li> <li>• Lead a partner through short warm-up routines;</li> <li>• Watch and describe others' performances, as well as their own, and suggest practices that will help them and others to play better</li> </ul>	<p>Keep possession, Keep the ball, Scoring goals, Keeping score, Making space, Pass/send/receive, Dribble, Travel with a ball, Back up, Support partner, Make use of space, Points, Goals, Rules, Tactics, Batting, Fielding, Bowler, Wicket, Tee, Base, Boundary, Innings, Rounder, Backstop, Court, Target, Net, Defending, Hitting, Stance, Offside Pitch, Forehand, Backhand, Volley Overhead, Singles, Doubles, Rally</p>
Games – Net/Wall	<p>Keep possession, Keep the ball, Scoring goals, Keeping score, Making space, Pass/send/receive, Dribble, Travel with a ball, Back up, Support partner, Make use of space, Points, Goals, Rules, Tactics, Batting, Fielding, Bowler, Wicket, Tee, Base, Boundary, Innings, Rounder,</p>		<ul style="list-style-type: none"> <li>• Keep up a continuous game, using a range of throwing and catching skills and techniques;</li> <li>• Use a small range of basic racket skills;</li> <li>• Choose and use a range of simple tactics for sending the ball in different ways to make it difficult for their opponent;</li> </ul>	

	<p>Backstop, Court, Target, Net, Defending, Hitting, Stance, Offside Pitch, Forehand, Backhand, Volley Overhead, Singles, Doubles, Rally</p>		<ul style="list-style-type: none"> <li>• Choose and use a range of simple tactics for defending their own court; adapt and refine rules;</li> <li>• Make up their own net games; understand the point of the game;</li> <li>• Keep rules effectively and fairly;</li> <li>• Recognise how net games make the body work; talk about what they do well and recognise things they could do better</li> </ul>	
<p>Games – Striking and Fielding</p>	<ul style="list-style-type: none"> <li>• Use a range of skills, with some control and accuracy;</li> <li>• Choose and vary skills and tactics to suit the situation in a game;</li> <li>• Carry out tactics successfully;</li> <li>• Set up small games;</li> <li>• Know rules and use them fairly to keep games going;</li> <li>• Explain what they need to do to get ready to play games;</li> <li>• Carry out warm ups with care and an awareness of what is happening to their bodies;</li> <li>• Describe what they and others do that is successful; suggest what needs practising</li> </ul>		<ul style="list-style-type: none"> <li>• Perform actions, balances, body shapes and agilities with control;</li> <li>• Plan, perform and repeat longer sequences that include changes of speed and level, clear shapes and quality of movement;</li> <li>• Adapt their own movements to include a partner in a sequence;</li> <li>• Understand that strength and suppleness can be improved;</li> <li>• Lead a partner through short warm-up routines; recognise criteria that lead to improvement, eg changing a level;</li> <li>• Watch, describe and suggest possible improvements to others' performances;</li> <li>• Suggest improvements to their own performance</li> </ul>	
<p>Athletics</p>	<ul style="list-style-type: none"> <li>• Run at fast, medium and slow speeds, changing speed and direction;</li> <li>• Link running and jumping activities with some fluency, control and consistency;</li> </ul>	<p>Sling, Pull, Distance, Sprint, Steady pace, Accuracy, Height, Record, Joints, Rhythm, Leading leg, Measure, Underarm, Overarm, Heart beat, Pulse rate, Jogging, Walk, Hurdles, Landing, Control,</p>	<ul style="list-style-type: none"> <li>• Understand and demonstrate the difference between sprinting and running for sustained periods;</li> <li>• Know and demonstrate a range of throwing techniques;</li> <li>• Throw with some accuracy and</li> </ul>	<p>Sling, Pull, Distance, Sprint, Steady pace, Accuracy, Height, Record, Joints, Rhythm, Leading leg, Measure, Underarm, Overarm, Heart beat, Pulse rate, Jogging, Walk, Hurdles, Landing, Control,</p>

	<ul style="list-style-type: none"> <li>• Make up and repeat a short sequence of linked jumps;</li> <li>• take part in a relay activity, remembering when to run and what to do;</li> <li>• Throw a variety of objects, changing their action for accuracy and distance;</li> <li>• Recognize when their heart rate, temperature and breathing rate have changed</li> </ul>	<p>Preferred, Landing foot, Time Stamina, Obstacles, Stance, Diagonal, Approach, Speed, Relay</p>	<p>power into a target area;</p> <ul style="list-style-type: none"> <li>• Perform a range of jumps, showing consistent technique and sometimes using a short run-up;</li> <li>• Play different roles in small groups;</li> <li>• Relate different types of activity to different heart rates and body temperatures, and use some of these activities when warming up;</li> <li>• Compare and contrast performances using appropriate language</li> </ul>	<p>Preferred, Landing foot, Time Stamina, Obstacles, Stance, Diagonal, Approach, Speed, Relay</p>
<p>Swimming</p>	<ul style="list-style-type: none"> <li>• Swim competently, confidently and proficiently over a distance of at least 25 metres.</li> <li>• Use a range of strokes effectively and perform safe self-rescue in different water-based situations.</li> </ul>	<p>Freestyle Breaststroke Backstroke Butterfly</p>	<p>Swimming</p> <ul style="list-style-type: none"> <li>• Swim competently, confidently and proficiently over a distance of at least 25 metres.</li> <li>• Use a range of strokes effectively and perform safe self-rescue in different water-based situations.</li> </ul>	<p>Freestyle Breaststroke Backstroke Butterfly</p>

	Year 5 Skills	Year 5 Language	Year 6 Skills	Year 6 Language
Dance	<ul style="list-style-type: none"> <li>• Compose motifs and plan dances creatively and collaboratively in groups;</li> <li>• Adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use;</li> <li>• Perform different styles of dance clearly and fluently;</li> <li>• Organise their own warm-up and cool-down exercises;</li> <li>• Show an understanding of safe exercising;</li> <li>• Recognise and comment on dances, showing an understanding of style;</li> <li>• Suggest ways to improve their own and other people's work</li> </ul>	Dance style Technique Formation Pattern Rhythm Variation Improvisation Unison Canon Action Reaction Motif Phrase Interpret Exploration	<ul style="list-style-type: none"> <li>• Work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances;</li> <li>• Perform to an accompaniment expressively and sensitively;</li> <li>• Perform dances fluently and with control;</li> <li>• Warm up and cool down independently;</li> <li>• Understand how dance helps to keep them healthy;</li> <li>• Use appropriate criteria to evaluate and refine their own and others' work;</li> <li>• Talk about dance with understanding, using appropriate language and terminology</li> </ul>	Dance style Technique Formation Pattern Rhythm Variation Improvisation Unison Canon Action Reaction Motif Phrase Interpret Exploration
Gymnastics	<ul style="list-style-type: none"> <li>• Compose motifs and plan dances creatively and collaboratively in groups;</li> <li>• Adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use;</li> <li>• Perform different styles of dance clearly and fluently;</li> <li>• Organise their own warm-up and cool-down exercises;</li> <li>• Show an understanding of safe exercising;</li> <li>• Recognise and comment on</li> </ul>	Dance style Technique Formation Pattern Rhythm Variation Improvisation Unison Canon Action Reaction Motif Phrase	<ul style="list-style-type: none"> <li>• Work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances;</li> <li>• Perform to an accompaniment expressively and sensitively;</li> <li>• Perform dances fluently and with control;</li> <li>• Warm up and cool down independently;</li> <li>• Understand how dance helps to keep them healthy;</li> <li>• Use appropriate criteria to</li> </ul>	Dance style Technique Formation Pattern Rhythm Variation Improvisation Unison Canon Action Reaction Motif Phrase

	<p>dances, showing an understanding of style;</p> <ul style="list-style-type: none"> <li>• Suggest ways to improve their own and other people's work</li> </ul>	<p>Interpret Exploration</p>	<p>evaluate and refine their own and others' work;</p> <ul style="list-style-type: none"> <li>• Talk about dance with understanding, using appropriate language and terminology</li> </ul>	<p>Interpret Exploration</p>
Games - Invasion	<ul style="list-style-type: none"> <li>• Pass, dribble and shoot with control in games;</li> <li>• Identify and use tactics to help their team keep the ball and take it towards the opposition's goal;</li> <li>• Mark opponents and help each other in defence;</li> <li>• Know and carry out warm-up activities that use exercises helpful for invasion games;</li> <li>• Pick out things that could be improved in performances and suggest ideas and practices to make them better.</li> </ul>	<p>Keep possession, Keep the ball, Scoring goals, Keeping score, Making space, Pass/send/receive, Dribble, Travel with a ball, Back up, Support partner, Make use of space, Points, Goals, Rules, Tactics, Batting, Fielding, Bowler, Wicket, Tee, Base, Boundary, Innings, Rounder, Backstop, Court, Target, Net, Defending, Hitting, Stance, Offside Pitch, Forehand, Backhand, Volley Overhead, Singles, Doubles, Rally</p>	<ul style="list-style-type: none"> <li>• Use different techniques for passing, controlling, dribbling and shooting the ball in games;</li> <li>• Apply basic principles of team play to keep possession of the ball;</li> <li>• Use marking, tackling and/or interception to improve their defence;</li> <li>• Play effectively as part of a team;</li> <li>• Know what position they are playing in and how to contribute when attacking and defending;</li> <li>• Plan practices and warm ups to get ready for playing safely;</li> <li>• recognise their own and others' strengths and weaknesses in games;</li> <li>• Suggest ideas</li> </ul>	<p>Keep possession, Keep the ball, Scoring goals, Keeping score, Making space, Pass/send/receive, Dribble, Travel with a ball, Back up, Support partner, Make use of space, Points, Goals, Rules, Tactics, Batting, Fielding, Bowler, Wicket, Tee, Base, Boundary, Innings, Rounder, Backstop, Court, Target, Net, Defending, Hitting, Stance, Offside Pitch, Forehand, Backhand, Volley Overhead, Singles, Doubles, Rally</p>
Games – Net/Wall	<ul style="list-style-type: none"> <li>• Use forehand, backhand and overhead shots increasingly well in the games they play;</li> <li>• Use the volley in games where it is important;</li> <li>• Use the skills they prefer with competence and consistency;</li> <li>• Understand the need for tactics;</li> <li>• Start to choose and use some tactics effectively;</li> <li>• Play cooperatively with a partner;</li> </ul>		<ul style="list-style-type: none"> <li>• Play the full game of short tennis;</li> <li>• Use a wide range of shots in games, with a good degree of consistency and accuracy;</li> <li>• Start a game or point with a serve of their choice;</li> <li>• Work collaboratively with a partner;</li> <li>• Organise themselves well in a team; understand the need for different tactics;</li> </ul>	



	<ul style="list-style-type: none"> <li>• Apply rules consistently and fairly;</li> <li>• Identify appropriate exercises and activities for warming up;</li> <li>• Recognise how these games make their bodies work; pick out what they and others do well and suggest ideas for practices</li> </ul>		<ul style="list-style-type: none"> <li>• Choose and use tactics effectively;</li> <li>• Lead others in short warm-up routines, selecting safe and appropriate activities and exercises;</li> <li>• Identify strengths and weaknesses in their own and others' play, and suggest practices that will lead to improvement</li> </ul>	
<p>Games – Striking and Fielding</p>	<ul style="list-style-type: none"> <li>• Strike a bowled ball;</li> <li>• Use a range of fielding skills, eg catching, throwing, bowling, intercepting, with growing control and consistency;</li> <li>• Work collaboratively in pairs, group activities and small-sided games;</li> <li>• Use and apply the basic rules consistently and fairly;</li> <li>• Understand and implement a range of tactics in games;</li> <li>• Recognise the activities and exercises that need including in a warm up;</li> <li>• Identify their own strengths and suggest practices to help them improve</li> </ul>		<ul style="list-style-type: none"> <li>• Play games effectively, reading situations and responding quickly;</li> <li>• Bat, bowl and field with control;</li> <li>• Use a range of tactics for attacking and defending as batters, bowlers and fielders;</li> <li>• Identify the main types of fitness needed for these games and use them in warm-up routines;</li> <li>• Identify their own and others' strengths and devise practices that lead to improvement</li> </ul>	
<p>Athletics</p>	<ul style="list-style-type: none"> <li>• Choose the best pace for a running event, so that they can sustain their running and improve on a personal target;</li> <li>• Show control at take-off in jumping activities;</li> <li>• Show accuracy and good</li> </ul>	<p>Sprint, Team, Distance, Measure, Height, Target, Pacing, Rhythm, Obstacles, Leading leg, Hurdles Throwing, Speed, Accuracy, Take off, Stamina, Time, Projectory, Release, Performance, Accuracy, Distance, Target, Time, Position</p>	<ul style="list-style-type: none"> <li>• Show good control, speed, strength and stamina when running, jumping and throwing;</li> <li>• Adapt their skills and techniques to different challenges and equipment;</li> <li>• Use good technique and pace</li> </ul>	<p>Sprint, Team, Distance, Measure, Height, Target, Pacing, Rhythm, Obstacles, Leading leg, Hurdles Throwing, Speed, Accuracy, Take off, Stamina, Time, Projectory, Release, Performance, Accuracy, Distance, Target, Time, Position</p>

	<p>technique when throwing for distance;</p> <ul style="list-style-type: none"> <li>• Organise and manage an athletic event well;</li> <li>• Understand how stamina and power help people to perform well in different athletic activities;</li> <li>• Identify good athletic performance and explain why it is good, using agreed criteria.</li> </ul>	<p>Measure, Control, Height, Run up Hurdles</p>	<p>their effort well;</p> <ul style="list-style-type: none"> <li>• Organise and judge events and challenges well;</li> <li>• Identify activities that help develop stamina or power and suggest how some can be used when warming up;</li> <li>• Pick out the important features of a performance</li> <li>• Make good suggestions about what could be improved</li> </ul>	<p>Measure, Control, Height, Run up Hurdles</p>
<p>Outdoor and Adventurous</p>			<ul style="list-style-type: none"> <li>• Work confidently in familiar and changing environments;</li> <li>• Adapt quickly to new situations;</li> <li>• Devise and put into practice a range of solutions to problems and challenges;</li> <li>• Understand clearly the nature of a challenge or problem and what they want to achieve;</li> <li>• Take a leading role when working with others;</li> <li>• Prepare efficiently and safely;</li> <li>• Identify effective performances and solutions;</li> <li>• Take the lead in planning to improve weaknesses</li> </ul>	<p>Challenge, Teamwork, Solutions Problems, Adapt, Confidence</p>